**6th Grade Into to Theatre Pacing Guide 2012**

**Course Overall Objective**: Students will be able to demonstrate basic acting skills; pantomime and improvisation list and describe the use of major technical elements and their relationship to a production; explain the relationship of theatre to cultures and the history of modern societies from the beginning of human society to the 15th Century ; Analyze literary texts and performances; Describe expectations of audience etiquette.

***Connections to 21st Century Skills***– Communication/Collaboration/Creativity/Connections

DAYS DATE ESSENTIAL STANDARDS ESSENTIAL QUESTIONS CONTENT STRATEGIES

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| 1-5 |  | 6.C.1.1  6.C.1.2  6.C.2.2 | What is theatre and  Why do we do it?  Why do we warm-up?  What are theatre games  and why do we play them? | Basic warm-ups for body  and Voice  Various theatre games | Establish warm-up routine  Introduce theatre games  \*Physical and vocal warm-ups continue on a  daily basis throughout  the course. |
| 6-10 |  | 6.C.1.2 | How do we use our voice effectively ?  What are pitch, volume, rate, tone, articulation? | Various readings to use variations in tone, volume, pitch.  Tongue twisters | Practice effective use of pitch, volume and rate  And articulation |
| 11-15 |  | 6.C.1.1 | What is Pantomime?  What is non-verbal  communication?  How do we use our bodies to express a variety of emotions to an audience?  What are the qualities of a good pantomime? | Body relaxation exercises  Simple pantomime  games  Group pantomimes | Practice simple  pantomimes  Work consistency,  exaggerated resistance  and facial gesture in pantomimes |
| 16-20 |  | 6.C.1.1  6.C.1.2  6.C.2.1 | What is improvisation?  How does it help us as actors?  What are the elements  of storytelling are needed in improve?    What role does characterization play? | Simple two person  Improvs and Group  Improvisations  Improvisational games  Story building games  Character building games | Basic warm-ups for body and voice  Various theatre games,  Improvisational games and exercises |
| 21-25 |  | 6.AE.1.1 | What are the different types of performing spaces?  What are the areas of the stage? | Basic warm-ups for body  and voice  Basic theatre terminology  Games involving the areas and body positions | Identify and define basic  theatre terms  \*Vocabulary for  Theatre continues  throughout the term |

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| 26-30 |  | 6.A.1.1  6.A.1.2  6.C.2.2 | How do plays differ from other forms of literature?  What is a playwright?    How do you read a play?  CC -LIteracy | Play structure  An accessible play clearly demonstrating stages of plot development and  other key elements | Assign reading of play  Discuss play structure, etc. |
| 31-35 |  | 6.AE.1.1  6.AE.1.2  6.CU.2.2 | What are the technical elements of theatre?  How are these elements used to support the actors and production?  What is the process of designing a production? | General Introduction to  Technical Theatre –  overview of production  areas: Costumes, Props, Scenery,  Lighting, Sound, House | *Exploring Theatre*  Chapter on crews responsibilities or  *Elements of Theatre* video  Brainstorm what directors do for a production |
| 36-40 |  | 6.CU.2.1  6.CU.2.2 | What is audience etiquette ?  What is the relationship between the audience and the actors?  What is the director’s influence on the production as a whole? | Brainstorm rules of etiquette  Discuss the difference between filmed and live productions | Discuss their experiences with audiences.  Go to see a live production then discuss both the production and audience |
| 41-45 |  | 6.CU.1.1  6.CU.1.2 | How did theatre begin**?**  Is theatre the same everywhere in the world?  What influence did the Greeks have on theatre?  What did Shakespeare mean when he said,” Theatre  'twere to hold the mirror up to nature: to show virtue her feature, scorn her own image….  CC- Social Studies | *Exploring Theatre*  Timeline of theatre History  Noh, Kabuki, Comedia, Morality  Greek Chorus, Thespis, Sophocles, Aristotle, Athenian Theatre  Comedy /Tragedy | Create timeline of theatre history  Read and perform scenes from various times and styles of theatre  Research project on the relationship of theatre to cultures, religions and societies |

\*This suggested Pacing Guide, based on The National Standards, the N.C. Standard Course of Study for Theatre Arts Education, and the WCPSS Middle School Arts Curriculum, moves from the concrete to the more abstract thought processes.

This guide is a tool. Its application is intended to be flexible in nature and to meet the need of the individual specialist.

\*\*These Target Objectives are considered minimum Core Skills and should be assessed during the designated grading period. Additional assessments of the remaining objectives are also expected. **It is understood these goals and objectives are introduced and continually reinforced throughout the curriculum.**